

N.B.—These Programmes must be used in conjunction with *Home Education, School Education and Parents and Children* (see N.B. 3).

Programme 126†

L₃

(April to July, 1933.
Sept. to Dec. 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE)

Motto : " *I am, I can, I ought, I will.*"

(He shall) " pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM III. (A & B).
(Ages 11 to 13).

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in the book used) must be read
and narrated first.

A & B. *Old Testament History*,* by J. M. Hardwich and H.
Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 135-203 ;
(*Judges* and *Ruth*). Teacher use introductions and
appendices. *The Acts of the Apostles**, chapters 6-12.

A *The Saviour of the World*.* Vol. IV. (P.N.E.U. Office,
3/-), pp. 134-193. with Bible passages from the index.

A & B For reference : *Clarendon Bible : The Acts*, with introduction
and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6).
The Little Bible (Oxford Press, 2/6, see especially the *Appendix
for Teachers and Parents*). *Helps to the Study of the Bible* (new
edition, Oxford Press, 8/6). *Peloubet's Bible Dictionary* (R.T.S.,
10/6), for all names of persons and places. *Philip's Handy Scrip-
ture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R.
Macphail (Clark, 1/-).

For daily Bible reading and prayers : *Daily Readings and Notes*
(Series B), monthly schemes from the Secretary, B.R.F., 19 Old
Queen Street, London, S.W. 1 (2/6 a year), or, *Lectioes, 1933*
(Spottiswoode, 1d.). *Prayers and Hymns for use in Schools*
(Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-, words
only 1/-). *Two Minute Bible Readings*: for use in opening
schools (S.C.M., 3/-).

† The 126th term of work set since the Parents' Union School began.

- For Sunday Reading, etc.:
- A & B *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 76-162. *In the Choir of Westminster Abbey*, (Purcell), by E. Marshall (Seeley, 6/-).
- A & B *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 2/-); or, *Pioneers of the Kingdom* (Part I., A.D. 33-1300), by P. L. Garhek (C.M.S., 2/-).
- A & B Sunday Occupations: A Book of Centuries (see under General History).
- Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

- Choose and transcribe passages from (a), the poetry set, and (b), other literature.
- A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d, a card); work from cards 7, 8 or 9; or, Mc.Dougall's *Print-Form Writing Exercises*, Book 2 & 3 (3½d. each.)

Dictation

- Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

- Oral or written narration every day after each subject.
- Essays, or letters, or narrative verses, on news of the week from the newspapers. or, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.
- The Little Oxford Dictionary* (Oxford Press, 1/6), may be used.
- Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, April Parents' Review).

English Grammar. (See N.B. 4.)

- Parse and analyse each week from books of poetry and prose, making progress each term.
- A & B *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 11-32; with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 1-24.
- Beginners work through *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B. 1.)

- A *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 557-606. Read poems by Wordsworth, Coleridge, Southey, Scott: see anthologies below. Scott's *The Lady of the Lake*,* (Oxford Press, 1/-).
- A & B *Shakespeare's Macbeth** (Blackie, Plaintext, 6d.). Scott's *The Antiquary** (Nelson, 1/3).
- Read poetry daily.
- A *Poetry Book for Boys and Girls*,* chosen by Guy Pocock (Dent, 2/-). Palgrave's *Golden Treasury** (with Part V., modern poetry, Macmillan, 2/-).
- A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

British History. 1

- A & B Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 690-777 (1800-1837).
- Make summaries of events and dates, and begin a chart of the 19th Century.
- Read the daily news and keep a calendar of events.
- Take *The Home and Class Room Section of The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).
- Teacher will find useful *History Charts* (P.N.E.U. Office, 6d.) *Everyday Life in Old Scotland*, Part III., by I. F. Grant (Allen, 2/6).

General History.

- A *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 1-33. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 44-85.
- Teacher will find useful Quennell's *Everyday Things in Homeric Greece* (Batsford, 7/6); *Coloured Postcards, Set C 9* (India), (British Museum, 2/6).
- B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 260-283. *A Book of Ancient Peoples*,* by Helen Corke (Oxford, 2/9), pp. 39-76.
- A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet, by Miss Bernau, 6d.). *The British Museum for Young People*, by Frances Epps (revised edition), (Black, 3/6), chapters 6, 7 and 8.
- Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards*, catalogue to be had from the Museum.

Citizenship.

- A *Ourselves*,* Book I. (Kegan Paul, 4/6), pp. 118-139.
- A & B North's *Plutarch's Lives: Marcus Cato** (Blackie, 10d.). *Buyers and Makers*,* by D. M. Vaughan (Longmans, 2/-), pp. 65-95.
- Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).
- A For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.

- Map questions as in the Ambleside Geography Book to be answered from map before each lesson; then reading and narration. Memory sketch maps. Local geography out-of-doors; choose special studies from *Outdoor Geography*, by H. Hatch (Blackie, 2/6). See also *Home Education*, Parts II, and V.
- A & B *Ambleside Geography Book IV.*,* 1928 edition, (Kegan Paul, 4/-), pp. 58-102 (Belgium, Holland, Spain, Portugal) and pp. 310-317. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 215-261.
- A Geikie's *Geology Primer** (Macmillan, 1/9), pp. 53-106.
- A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Regional map studies. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6).

National History may be read in any General History period; see under Reading.

Natural History.¹

A *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 240-298.

B *Life and her Children*,* by A. Buckley (Macmillan, 6/-), pp. 233-268.

A & B *The Study of Plant Life*,* by M. C. Stopes (Blackie, 6/-), pp. 53-71, 78-85 and 147-163.

Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/3, interleaved 1/9). (see *Home Education*), with flower, bird and insect lists, and make daily notes. Keep an aquarium.

For special studies suitable to the season and climate, see *Nature Rambles*, Vols. I. to IV., also *Nature in the Garden*, Vols. I. and II., all by Edward Step, F.L.S. (Warne, 2/6 each); S.N.S.U. Leaflets Nos. 11 and 40 (*The School Aquarium*), (2½d. each).

General Science.

A *The Mysterious Ocean of Æther*,* by C. R. Gibson (Blackie, 1/3), pp. 40-73.

Children not going on into Form IV. may use instead: *The Health Reader**, by W. Hoskyns-Abraham (Cassell, 3/-), pp. 66-96 and 206-221.

French.² (See N.B. 4.)

A *A French Course for Schools*, Part III.,* by H. F. Collins (Macmillan, 2/3), Lessons 1-5, with appendices.

B Part II.* (2/-). Lessons 1-6.

A & B Read and narrate only: *Le Pays des Trente-six Mille Volontés*,* by André Maurois (Hachette, 1/6), parse two pages. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.); or a scene for acting from *Nos Petites Pièces**, by Gabrielle L' Honoré (Dent, 1/-).

For extra practice, use *New French Picture Cards*, Series II., by Marc Coppi and H. M. Brock (Bell, 2/- a set).

Latin. (See N.B. 4.)

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§ 21-27, or, continue.

B *Gradatim*,* by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 1-16; or, continue in *A Latin Book for Beginners*, Part I.

German.² (See N.B. 4.)

A *Primary German Course*,* by O. Siepmann (Macmillan, 3/-), lessons 4-6, inclusive, or continue.

Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested. For extra practice, *German Picture Cards*, Set I., by P. Meyer and H. M. Brock (Bell, 2/- a set).

or, easier, *Ich Kann Deutsch Lesen**, by G. Gladstone Solomon (Heinemann, 2/6), 1 p. 27-52.

or Italian.² (See N.B. 4.)

A *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 5/-), Lessons 7-9, or continue.

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, Books III. & IV., for rapid mental work.

A (2nd Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 41-60, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-). Exs. 211-225.

B (2nd Term.) *Fundamental Arithmetic*,* Book III. (Pupil's Book, 1/-), pp. 60-80, (Teacher's, 2/3), with *Arithmetical Dictation*, Book III. (1/-), Exs. 169-180.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 4/-). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

A *Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, Part I., 2/6); (A) pp. 43-56, B† pp. 1-13, or continue.

*The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

A *A First Course in Algebra*,* by W. G. Borchardt, M.A., B.Sc. (Rivington, 3/-), pp. 17-32.

B † *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d), pp. 12-31, and Revision Papers 1-4; or continue.

† III.B takes Geometry or Algebra, but not both.

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Leonardo da Vinci* (P.N.E.U. Office, 2/- the set).

See the special notes for teachers only in the April Parents' Review; also *Home Education* and *School Education*.

Painting, etc.

Studies of horses and carts; vehicles and people moving out-of-doors. Original illustrations (e.g., for poems learnt) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see under *Our Work* in the April Parents' Review).

Teacher may consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-); *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

Music Appreciation.

The work of Purcell; see (a) article, and (b) records suggested under *Our Work*, in the April Parents' Review.

Teacher will find useful: *Henry Purcell*, by D. Arundell (Oxford, 3/6).

Ear Training, Singing, Piano, etc.

(a) Regular lessons in ear-training and sight-reading.

The Compleat Teacher, by Arthur Somervell, Books III. and IV. (Boosey, teacher's books, 2/6, pupil's 3d. each), 10 lessons a term; or, use Books I. and II., according to standard. See also *The Piper's Guild Handbook*, by Margaret James (Cramer, 2/-), and *Piper's Music Book I.* (2/-, melody only 9d.).

(b) Three English songs, and three French songs.

The Clarendon Song Books: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

(c) Learn suitable compositions by Purcell. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 96. Two of Heber's or Keble's hymns. A scene from the Shakespeare play, or, two poems.

Choose from *A Poetry Book for Boys and Girls*, chosen by Guy Pocock (Dent, 2/-), or from *The Golden Treasury* (Macmillan, 2/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B Bulfinch's *Age of Fable** (Dent, 2/-), pp. 216-248.

Great Expectations,* by Charles Dickens, (Nelson, 1/3), *Hans Brinker*, or *The Silver Skates*,* by M. M. Dodge (Dent, 2/-).

A *Herodotus: Stories and Travels** (Dent, 1/4), pp. 5-38.

Scottish, Irish, or Welsh children may read from: *A Short History of Scotland*, by R. L. Mackie (Oxford Press, 6/-); *A Class-Book of Irish History* by James Carty, in four parts (Macmillan, 1/- each); *Readings from Welsh History*, by Ernest Rhys, in two parts (Hughes & Son, Wrexham, 1/- each).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instructions, 11d. each).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Tennis. Swimming (see *Swimming, How to Succeed*, Evans, 3d.).

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St., Leicester).

(b) Clay modelling: make six models of common objects.

See *Clay Work*, by K. M. Lester (Batsford, 5/-), or, *Clay-Modelling*, by H. Unwin (Longmans, 4/6).

(c) Sewing: cut out and make a garment and do some embroidery.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, Boys: make models in woodwork.

101 Things for a Boy to Make (new edition), by A. C. Horth (Batsford, 5/-), or, use *Toy Carving for Children* (Dryad Leaflet, No. 30, 4d., and Sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons, and offer scope for hobbies. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form III. A & B, more advanced work should be expected from pupils in Form III.A. Form III.B is the old Second Year II.A. Second Year III. is now called IV.B.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6. *School Education*, 5/-. *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, the Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays).

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM III. (A & B).

PUPILS' NAMES.....

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Bible Lessons.

- I. A & B 1. How did God prepare Gideon for his life work and by what means was Gideon convinced that God had called him?
2. "And the spirit of the Lord came mightily upon Samson." How was Samson's strength used to serve his people? What lessons may we learn from Samson's life?
- II. A & B 1. On what occasions were the following words spoken,—(a), "Thy money perish with thee," (b), "Understandest thou what thou redest?" (c), "Can any man forbid the water that these should not be baptized?" Tell the whole story in **one** page.
2. "Saul, Saul, why persecutest thou Me?" Tell the whole story in this connection.

Writing (Writing is also considered in each answer)

Write (A), ten, (B), six, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

A *A History of English Literature*, page 463, "In the midst . . . in her talons."

B *A Book of Ancient Peoples*, page 20,— "At some . . . found desert."

Composition.

1. Write in prose (or verse which must scan) on **one** of the following,—(a), a composition by Purcell, (b), Agamemnon, (c), Cræsus.
2. Write a letter as from **one** of the following,—(a), "Pip," (b), Hans Brinker," (c), a climber of Mount Everest, (d), a visitor to London in June, 1933.

English Grammar.

1. Analyse, parsing the words in italics :—
*Then Robin Hood put his horn to his mouth,
And blew blasts two or three ;
When four-and-twenty bowmen bold
Came leaping over the lea.*
2. In your poetry book, find and quote examples of the following, showing the work done by each in the sentence: three kinds of nouns, two kinds of verbs, three kinds of adjectives.
3. Adverbs may modify the meaning of three kinds of words. Give two examples of each in sentences, underlining and parsing the adverbs.

Literature.

- A & B 1. Describe your favourite scene from *Macbeth*.
2. What novels by Sir Walter Scott have you read? Mention **two** characters in each of them. Write an account of **one** of the principal characters in **one** novel.
 - A 3. Make a list of poems by (a), Wordsworth, or, (b), Coleridge, which you have read. Narrate one of them in writing and quote lines you have enjoyed.

British History.

- A & B 1. In what ways did Napoleon try to destroy the power of Britain by (a), "The Berlin Decree," (b), "The Milan Decree," (c), "The Continental System?"
2. Write a short account of **one** of the following,—(a), Nelson at Copenhagen, (b), The Peninsular War, (c), The Hundred Days and Waterloo.
 3. "The History of Modern England begins after 1815." Mention some of the great questions which were discussed in this time of peace and write what you can about **two** of them.
- or, III. B may take the II. A questions:
1. Give an account of Napoleon's plans at Toulon and show how Nelson frustrated them at Trafalgar.
 2. Describe the Meeting of the Emperors of France and Russia at Tilsit.
 3. What do you know of **two** of the following,—(a) The Duke of Wellington and the first train, (b), Lord Grey and the Slave Trade, (c), the battle of Navarino?

General History.

- A 1. Write what you know about **two** of the following cities and their inhabitants,—Knossus, Mycenæ, Troy? Say where each city is to be found.
2. Write a short account of (a), Asoka, the Buddhist, or, (b), the Jains.
- B 1. What do you know about (a), the life of the people in ancient Royal Egypt, or, (b), the priest-kings and the traders of Crete?
2. Write what you know about **two** of the following,—(a), Napoleon's expedition to Egypt; (b), his court and coronation, (c), his retreat from Moscow, (d), the last days of Napoleon.

Citizenship.

- A & B 1. Describe (a), the daily life of Cato before Valerius Flaccus made his acquaintance, or, (b), how Cato and Titus Manlius climbed the pass at Thermopylæ, or, (c), some of the ways in which Cato the Censor reformed the discipline of the Commonwealth of Rome.
2. The father of a family receives a demand note for the rates. Mention some of the benefits his family receives in return for the money he pays.
- A 3. In what ways must we all show loyalty? Give examples of loyalty from your reading this term.

Geography

- A & B 1. Draw a sketch map of Spain, putting in the boundaries, chief physical features and towns. Describe a journey through southern Spain.
2. Write an account of (a), "The Eternal City," or, (b), Pompeii, or, (c), General Gordon in the Sudan.
- A 3. What may we learn about the history of the earth in (a), a quarry in sedimentary rocks, or, (b), a coal seam, or, (c), a peat moss?

Natural History.

- A 1. Explain how (a), the camel, or, (b), the tiger, is adapted to the life it has to live. Drawings.
- B 1. What do you know of the life history of the cockchafer? Drawings.
- A & B 2. (a), Describe fully three different leaf arrangements you have seen this term, or, (b), the plants of a hedgerow or pond you know well. Drawings.
3. Write notes (as from your Nature Note Book) on your special study for this term.

General Science

- A 1. What do you know about (a), a spectrum, or, (b), X-rays?
- or, 1. Describe the work of the skin and explain why it must be kept clean.

French.

- A 1. Write from dictation (unprepared), page 14, *A French Course*, Part III., "Vous savez . . . un Spada."
2. Parse the following verbs in the above passage: *savez*, *continua*, *étais*, *dois*, *fussent*.
3. Give examples in sentences of the use of the subjunctive mood after (a), *craindre*, (b), *le plus grand que*, (c), *afin que*, (d), *ordonner que*.
- B 1. Tell, in French, (a), a story about the picture on p. 29, *A French Course*, Part II., or, (b), one of Michelle's adventures in *Le Pays des Trente-six Mille Volontés*.
2. Use in sentences the feminine plural of the following adjectives in the superlative form: *heureux*, *beau*, *cher*, *mauvais*.
3. Use in sentences, with a different personal pronoun each time, the following verbs: (a), *passer* and *dire* in the imperfect, (b), *devoir* and *recevoir*, in the present, (c), *aller* and *voir* in the future tense.

Latin.

- A 1. Form adverbs from:—*malus*, *altus*, *tener*, *brevis*, *similis*, and write the Comparative and Superlative of the adverbs.
2. Translate (1) In the colony there is great plenty of fruit. (2) The movements of the beast's horns are swift. (3) They plunged rather deeply into the water.
3. (a), *A Latin Book for Beginners* Part II., page 129, § 24. Translate lines 28-32. (*Maxime . . . monentesque*). (b), Read the Latin again, then write a narration in Latin.
- B (*Gradatim*) 1. (a), Decline "*bonus agricola*." (b), Write the Present and Future tenses of "*video*."
2. Translate (1), The bull saw the idle boy. (2), A little crack appears in the great dyke. (3), The boys will climb a tree laden with apples.
3. (*Gradatim*). Translate page 11 § 5 lines 1-5 (*Plutus . . . oculis*). Read the Latin again, then write a narration in Latin.

German.

- A 1. Write six sentences in German about the picture to page 14.
2. Use in sentences the 3rd person singular and plural present indicative of *holen*, *führen*, *erwarten*, *öffnen*, *hungrig sein*.
3. Translate into German, Exercise V., page 171, sentences 6-13.

Beginners:

1. Make six sentences with the nouns represented on page 34.
2. Write six sentences about "*Fritz und der Bär*."

or, Italian

1. Make sentences using the present indicative of the following verbs,—*comprare*, *lavorare*, *ludere*, *lasciare*, *mangiare*.
2. Translate into Italian,—(a), I send him the letter, (b), I sent it to him, (c), I send her the letter, (d), I send some to him.
3. Translate into Italian Exercise B 1, page 50, sentences 7-14.

Arithmetic.

(2nd Term.)

- A 1. On a map (scale $\frac{1}{20}$ in. to a mile) the distance between London and Cardiff is $8\frac{1}{2}$ inches. How many miles apart are they? What length on the map would represent the distance between London and Folkestone (75 miles)?
2. A Golden Plover flies from Nova Scotia to South America, 2525 miles away. If he starts at 6-47 a.m., and arrives at 9-56 p.m., what is his average rate of flight per hour: to the nearest furlong?
3. The diameter of the moon is 27 per cent. that of the earth. If the diameter of the moon is 2160 miles what is the diameter of the earth?
- B 1. Simplify (a) $(12\frac{1}{2} + 2\frac{2}{3}) \times \frac{6}{7}$, (b) $(\frac{5}{3} - \frac{7}{12}) \div (\frac{2}{3} + \frac{1}{4})$.
2. A picture 24 ins. by 16 ins. has a frame 3 ins. wide round it. What is the cost of the frame at 2/6 a square foot?
3. A rectangular piece of metal 2 ft. 6 ins. long and 1 ft. 8 ins. wide is divided into four triangles by lines drawn across from corner to corner. What is the area of each triangle? Diagram.

Geometry.

- A 1. If two straight lines cut one another the vertically opposite angles are equal.
2. Define parallel straight lines and show that lines which are parallel to the same straight line are parallel to one another.
3. Two parallels AB, CD are cut by a transversal EF at G and H. Show that
(i.) $\angle EGB = \angle CHF$.
(ii.) $\angle EGB + \angle FHD = 2$ Right angles.
- B 1. Draw a circle of diameter 3 ins. and on your drawing show an arc, a chord, a radius, and a semi-circle.
2. Take any 4 points A, B, C, and D, not in the same straight line, and draw 4 lines joining them. Measure the 4 angles so formed and say what kind of angle each is.

Algebra.

- A 1. Simplify : (a) $4a^2 + 3 + 2b - 3a^2 - b - 2$.
(b) $24a^3b^4c^6 \div 4ab^4c^2$.
2. Find : (a) The cube root of $64a^{15}x^{12}b^6$.
(b) The H.C.F. and L.C.M. of $4a^5b^2$, $5a^2b$, $20ab^4$
- B 1. (i.) Simplify : $(a + b + c) + (a - b - c)$.
(ii.) If $a = 2$, $b = 1$ show that $(3a - 2b) - (2a - b) = 1$.
2. Divide 55 herrings among 3 seals and 2 penguins giving each seal three times as much as a penguin.

Picture Study.

Describe Leonardo da Vinci's "The Last Supper."

Painting. (All work should be done with brush and in colour.)

1. A study of (a), a horse out-of-doors, or, (b), haymaking.
2. A scene (with title) from *Macbeth*, or, *The Antiquary*, or, *The Lady of the Lake*.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem, and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French and a German song, and three exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.